

# W M ANDERSON PRIMARY

500 Lexington Avenue  
Kingstree, South Carolina 29556

**GRADES** K-3 Elementary School

**ENROLLMENT** 752 Students

**PRINCIPAL** Jennifer G. Gardner, EdD 843-355-5493

**SUPERINTENDENT** Kenneth Gardner, Ed.D. 843-355-5571

**BOARD CHAIR** Lucille Scott 843-382-8303

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	6	34	41	3

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

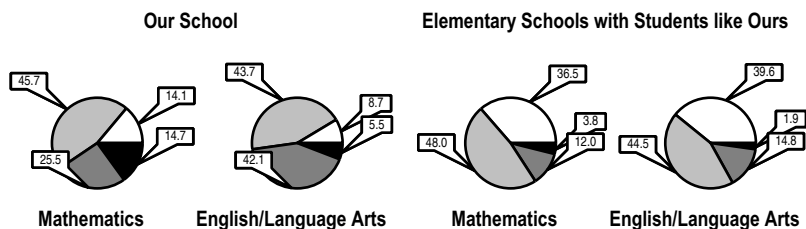
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**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Excellent	N/A
2002	Good	Below Average	N/A
2003	Excellent	Good	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	47	153	45
Percent satisfied with learning environment	100.0%	92.7%	91.1%
Percent satisfied with social and physical environment	100.0%	88.9%	77.3%
Percent satisfied with home-school relations	81.8%	85.4%	95.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	199	98.5	8.7	43.7	42.1	5.5	47.5	17.6
Gender								
Male	89	98.9	11.3	51.3	36.3	1.3	37.5	17.6
Female	110	98.2	6.8	37.9	46.6	8.7	55.3	17.6
Racial/Ethnic Group								
White	4	75.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	195	99.0	7.8	44.4	42.2	5.6	47.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	150	98.7	4.9	34.5	53.5	7.0	60.6	17.6
Disabled	49	98.0	22.0	75.6	2.4	N/A	2.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	199	98.5	8.7	43.7	42.1	5.5	47.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	199	98.5	8.7	43.7	42.1	5.5	47.5	17.6
Socio-Economic Status								
Subsidized meals	189	98.4	8.7	43.9	41.6	5.8	47.4	17.6
Full-pay meals	10	100.0	10.0	40.0	50.0	N/A	50.0	17.6

Mathematics								
All students	199	100.0	14.1	45.7	25.5	14.7	40.2	15.5
Gender								
Male	89	100.0	8.8	55.0	21.3	15.0	36.3	15.5
Female	110	100.0	18.3	38.5	28.8	14.4	43.3	15.5
Racial/Ethnic Group								
White	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	195	100.0	13.3	46.4	25.4	14.9	40.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	150	100.0	9.8	39.2	32.2	18.9	51.0	15.5
Disabled	49	100.0	29.3	68.3	2.4	N/A	2.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	199	100.0	14.1	45.7	25.5	14.7	40.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	199	100.0	14.1	45.7	25.5	14.7	40.2	15.5
Socio-Economic Status								
Subsidized meals	189	100.0	14.4	45.4	25.3	14.9	40.2	15.5
Full-pay meals	10	100.0	10.0	50.0	30.0	10.0	40.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	166	N/A	19.3	42.8	35.5	2.4	38.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	199	98.5	8.7	43.7	42.1	5.5	47.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	166	N/A	18.1	41.6	30.1	10.2	40.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	199	100.0	14.1	45.7	25.5	14.7	40.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 752)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.9%	Down from 8.0%	2.4%	2.4%
Attendance rate	96.6%	Down from 97.0%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.5%	Up from 3.9%	4.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.7%	Up from 7.4%	7.7%	8.0%
Older than usual for grade	1.3%	Down from 1.9%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	50.0%	No change	46.5%	50.0%
Continuing contract teachers	80.4%	Up from 80.0%	77.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.8%	Down from 84.5%	78.9%	86.2%
Teacher attendance rate	94.6%	Up from 92.6%	95.2%	95.3%
Average teacher salary	\$38,037	Up 1.5%	\$37,911	\$39,909
Prof. development days/teacher	10.7 days	Down from 11.9 days	13.0 days	11.4 days

School				
Principal's years at school	15.0	Up from 14.0	3.0	4.0
Student-teacher ratio	20.2 to 1	Up from 19.0 to 1	16.9 to 1	18.9 to 1
Prime instructional time	90.7%	Up from 88.0%	88.8%	89.7%
Dollars spent per pupil*	\$5,285	Up 11.5%	\$6,839	\$5,892
Percent spent on teacher salaries*	67.7%	Up from 64.9%	63.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

W. M. Anderson Primary School is a thriving school that emphasizes the importance of educating the total child to bring about sustained academic excellence for every child. We believe that this goal can be achieved through a collaborative effort on the part of every faculty and staff member at the school.

The instructional staff is trained in the use of various instructional strategies and methodologies that are grounded in scientific research and deemed to be best practices for bringing about academic excellence for all children. Some of the instructional programs and strategies in which we engage our students include Building Blocks, Cunningham Four-Blocks, Language Enrichment Acceleration Program (LEAP) reading for first grade students, Reading Counts, EduTest, Standards in Practice, Writing Across the Curriculum, Computer Assisted Instruction, and the Early Childhood Environmental Rating Scale (ECERS).

Technology integration is also an integral part of the instructional approach at our school. We believe that children should interact with various technology tools and software so that they can develop the skills necessary to compete with students on a global level.

As a means of ensuring that we are educating the total child, our 21st Century Learning Center continues to provide activities in the areas of dance, drama, foreign language, chorus, band, and academic assistance. We have also been able to maintain our after-school care and tutorial assistance programs, with funding assistance through the Tutorial Assistance Sub Grant (TAS).

We are proud that during the 2002-2003 school year we were the state's nominee for the National Distinguished Title I School Award. This would not have been possible without the collaborative and cooperative efforts of our parents, PTA members and officers, School Improvement Council members, Title I Planning Team members, and various area business partners.

Jennifer G. Gardner, Ed.D.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.